DOCUMENT RESUME

ED 469 518 SO 034 256

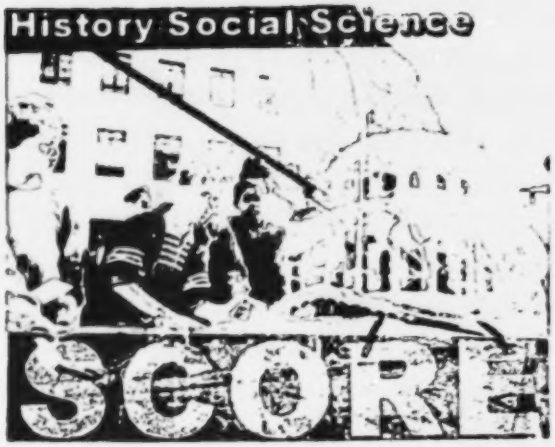
AUTHOR	Boilon, Susan
TITLE	The Wilderness Ride: Rivers, Roads, Canals, and Railroads. Fifth Grade Activity. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
INSTITUTION	San Bernardino County Superintendent of Schools, CA.
PUB DATE	2000-00-00
NOTE	11p.
AVAILABLE FROM	Schools of California Online Resources for Education, San Bernardino County Superintendent of Schools, 601 North East Street, San Bernardino, CA 92410-3093. E-mail: webmaster@score.rims.k12.ca.us; Web site: http://score.rims.k12.ca.us.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; Grade 5; Information Literacy; Intermediate Grades; Language Arts; *Social Studies; Special Needs Students; State Standards; Student Research; *Transportation; *United States History; *Wilderness; *Writing Assignments
IDENTIFIERS	Adventure Playgrounds; Amusement Park Rides; California; *Oral Presentations; Theme Parks; Westward Movement (United States)

ABSTRACT

A U.S. frontier theme park is opening in your (the student's) home town. The featured adventure rides will be forms of transportation used in the late 1700s to early 1800s to journey west across the Appalachian mountains. Each ride represents an historically accurate time and place. The students need maps identifying where the mode of transportation would have been used. To be a guide, the student needs to appear in an authentic costume and bring a prepared speech to tell their life story and the history of their transportation type. This lesson plan presents the task; provides the six step process; gives learning advice; discusses evaluation; considers a conclusion; and poses reflection questions. The teacher notes section provides grade level/unit; addresses history/social science and language arts standards; cites information literacy skills; state lesson purpose; suggests lesson length; materials needed; and lists resources. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 518



Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

The Wilderness Ride: Rivers, Roads, Canals, and Railroads

Fifth Grade Activity
by Susan Boilon

SO 034 256

SCORE
San Bernardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093

http://score.rims.k12.ca.us/activity/transportation/

2001

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Hill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

BEST COPY AVAILABLE

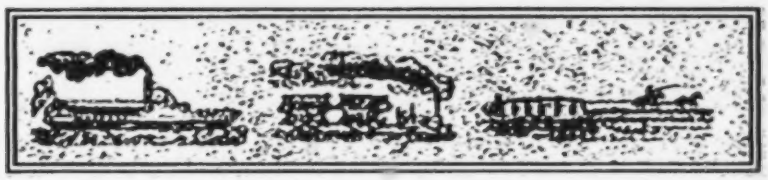
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Wilderness Ride : Rivers, Roads, Canals, & Railroads



News Flash!

An American frontier theme park is opening in your home town. The featured adventure rides will be forms of transportation used in the late 1700's to early 1800's to journey west across the Appalachian Mountains. Bids are now being taken for building models of keelboats, the Clermont steamboat, the Erie Canal, the "Old Ironside" locomotive and the Wilderness Trail. Each ride will need to represent a historically accurate time and place.You also need a map of where the mode of transporation would have been used. Auditions for qualified guides will take place on Friday. Please appear in an authentic costume to represent the 5 characters: Mike Fink (keelboats), Robert Fulton (steamboat), De Witt Clinton (Erie Canal), Matthias Baldwin (locomotive), and Daniel Boone (Wilderness Trail). Bring your speech prepared to tell your life story and the history of your transportation type. Good luck bidders and thank you for helping recreate history!

The Task

You will work in a small group, pairs, or individually. You will choose a type of transportation or have it selected by your teacher. There are four parts to this project:

1. Model of transportation type.

2. Map where transportation was used.

3. Written speech of history of transportation and person involved creating it.

4. Presentation of model, map, and speech dressed as the character.

The Process

1. Collect information on your transportation type, location, and person.

2. Build a model.

3. Draw a map.

4. Write a speech.

5. Prepare a costume and presentation.

6. Present to the Theme Park Selection Committee.

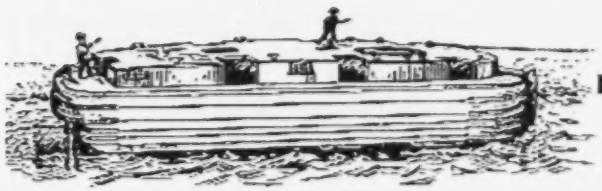
Step 1: Collecting Information

Begin by making a folder to organize your information. You will collect information on the history of your transportation, where in the U.S. this transportation was used including nearby mountains, rivers and states, and investigate who was responsible or famous for using this transportation. You will explore Internet links, use encyclopedias, books, and your textbook for information. Have fun but be sure to put all the information you collect into your own words. If you are running short on computer time print out the Internet page to use at your desk. You may want to print or sketch drawings of your transportation, person, and a map. If this is a group project, share with your co-workers daily any new information you collected. Begin by reading the background link and then investigate the links specific to your transportation type.

Background: **http://xroads.virginia.edu/~HYPER/DETOC/transport/intro.html**

Overview: **http://www.connerprairie.org/cp/taming2.html**

Transportation Types and Famous Adventurers Involved



Keelboats and Mike Fink

Text (scroll down to keelboats) http://www.connerprairie.org/cp/taming2.html

Pictures http://xroads.virginia.edu/~HYPER/DETOC/transport/rivers.html

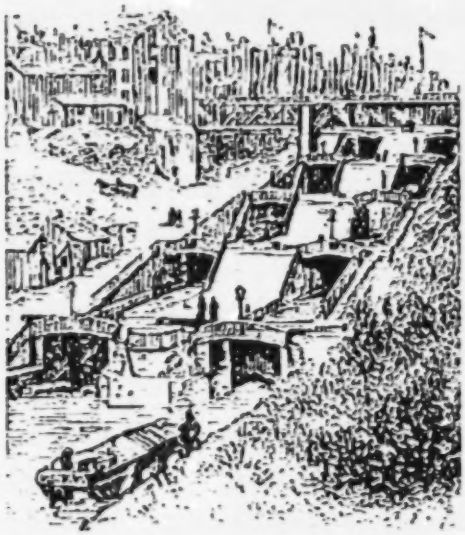
Mike Fink-Use encyclopedia for information

Clermont Steamboat and Robert Fulton

Text & Picture: http://xroads.virginia.edu/~HYPER/DETOC/transport/steamboats.html

Robert Fulton: http://xroads.virginia.edu/~HYPER/DETOC/transport/fulton.html

Letter from Fulton to Pres.: http://www.history.rochester.edu/canal/fulton/feb1797.htm



The Erie Canal and De Witt Clinton

The Erie Canal Homepage: http://www.syracuse.com/features/eriecanal/

Canals: http://xroads.virginia.edu/~HYPER/DETOC/transport/canal.html

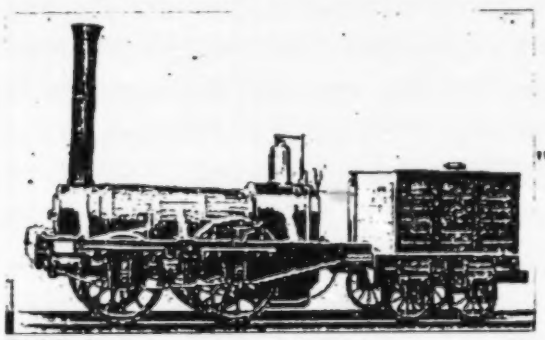
De Witt Clinton: http://xroads.virginia.edu/~HYPER/DETOC/transport/erie.html

The Wilderness Road and Daniel Boone

Wilderness Road: http://members.aol.com/RoadTrails/roadtrai.html

How to Build a Road: http://xroads.virginia.edu/~HYPER/DETOC/transport/how.html

Daniel Boone: http:/www2.lucidcafe.com/lucidcafe/library/95nov/boone.html



"Old Ironsides" Locomotive and Matthias Baldwin

Railroads: http://xroads.virginia.edu/~HYPER/DETOC/transport/railroad.html

Steam Locomotives: http://www.easystreet.com/pnwc/museum/steamdiagram.html

Old Ironside picture: http://www.history.rochester.edu/steam/thurston/1878/f128p372.gif

---

Print Resources: All available as paperbacks

Daniel Boone and the Wilderness Road, Catherine Chambers, 9/98

The Wilderness Road, James Reasoner, 3/96

Daniel Boone, Wilderness Explorer, Walter Retan, 1992

Pioneer Children of Appalachia, Joan Anderson, 1986

Children of the Wild West, Russell Freedman, 9/92

Step 2: Building the transportation model

You now need to be resourceful and gather building materials for your model. Each model should have a maximum size selected by the teacher. For example all models need to be no larger than 18 inches. Any type of materials can be used. Ideas are: popsicle sticks, scraps of wood, cardboard, construction paper, clay, styrofoam, fabric and plaster paris. Try to paint the model as realistically as you can. Tempera, acrylic, markers, or even watercolors could be used.

Step 3: Drawing the map

Investigate the following sites before you begin your map.

Map: http://xroads.virginia.edu/~HYPER/DETOC/transport/roadmap.html

Draw or use a blank outline of the continental United States. Label the following locations and items on your map. Print in neat letters and use 12" x 18" off white paper.

- Appalachian Mountains
- Missouri River, Ohio River, Mississippi River, Hudson River, St. Lawrence River, Atlantic Ocean, Great Lakes
- Erie Canal
- Wilderness Rd, National Rd, Natchez Trace, Lancaster Pike, Michigan Road, Cumberland Gap
- St. Louis, New Orleans, Savannah, Charleston, Baltimore, Philadelphia, New York, Washington D.C., Boston, Boonesborough
- All states west of Mississippi
- Louisiana Purchase
- Territories
- Canada
- Key and Title
- Illustrate a border around your map and color it.

Step 4: Write a speech

You want to be selected as the tour guide of the ride so you need to be prepared and knowledgeable. Write the speech in the first person. This means that you pretend you are the character and you are actually talking or telling a story. Tell about who you are and some of your history. Talk about the transportation and how you were involved in creating

it or using it. The speech should be about one typed page long and can include pictures.

Step 5: Preparing costume and presentation

Look carefully at historical pictures of your famous person. Now analyze each piece of clothing he is wearing. Look in your closet for clothes that can be modified to match. Work with others in your group to find parts of your costume. Thrift stores are good sources for men's jackets, women's aprons, etc. Be creative! Once you have a costume get ready to get into your character's personality. What type of person do you think they were? Were they soft spoken or tough talking? Practice your speech out loud in character. Memorize it by going over and over the lines.

Step 6: Present to the Wilderness Ride Theme Park

Now is the exciting moment! Who will be selected to create the rides, map sets, and be the guides? In your group, pairs, or individually work out your presentation. Who will share the model, the map, and give the guide speech? Listen carefully to others because you may be questioned to see how well you are prepared and can think on your feet.

Learning Advice

You will be collecting a lot of information, so it is important to stay organized. Write down your main ideas, draw pictures, sketch maps, or print one page from a site you visited. Keep your material in your folder. You must become very familiar with the historical figure you have chosen to "become" so you can accurately represent the era. As you read biographical information try to put in the character's words for your speech. A simple costume with a prop or hat will often be enough to allow you to become that character. Speaking from memory is best, but giving your teacher your speech to prompt you will work when you are just beginning.

Evaluation

You will be evaluated on the following:

- Model is authentic looking with details
- Map is accurate, complete, and neat
- Speech is in the first person and includes history of the transportation, description, and biographical of your person
- Presentation includes a costume representative of the era, is memorized, and is convincing

Conclusion

Expansion by Americans from the Atlantic to the Pacific took many years and the vast land was both foreboding and inviting. To cross this land new channels of transportation were created and an explosive transportation revolution followed. Roads, canals, rivers, and the first railroads connected the new republic and these early systems of transportation wove the new country together.

Reflection

- What do you know now that you didn't know about before?
- Which type of transportation do you think was the most important in connecting the country?
- After listening to all the presentations, which person do you think had the greatest achievement?
- What was the most difficult part of the project? Why?
- Do you feel your presentation was effective? How could you have improved it?

Teacher Notes

Grade Level/Unit: H/SS Framework Grade 5, Unit 4 Trans-Appalachian West

Standards

H/SS Standards Grade 5.8:

Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

1.the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)

Language Arts Standards Grade 5:

Reading: Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments and perspective of text, and they relate structure, organization and purpose.

Listening and Speaking: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Student speaking demonstrates command of standard English and organized and prepared delivery strategies.

Information Literacy Skills:

Skimming and scanning techniques on Internet text as well as printed material.

Note taking skills, pulling out facts for building an historical model.

Organization of material into an effective oral presentation.

Lesson Purpose:

The students will:

1. Describe types of transportation developed in the late 1700s-1800s.

2. Identify major routes used by the transportation to cross the Appalachian Mountains.

3. Learn about the lives of the transportation creators.

4. Give a living history presentation, becoming a character from the past.

Length of the Lesson

This is a project with many variables. The initial research can be done in 3-5 class periods or sooner if the entire class has access to a computer. The model building will take a few days to gather the supplies then approximately three class periods to build and one period to paint. The map work could be done in two 40 minute periods or assigned as homework. The presentation of the first person reports can be spread out over one week with one group presenting each day or taking more time to see them all at once.

Supplement Resources or Materials:

Encyclopedias will be needed for research along with computer access. Mike Fink and Matthias Baldwin are not well represented on the Internet but have good biographies in the World Book encyclopedia and various CD-Rom encyclopedias. Outline maps of the United States will be needed. Having a costume box with items such as hats, suit coats, etc. would be a great help for the presentations.

Background Information That Might Be Helpful

Historical Information on Boone:
http://www.synapse.com/bocomogenweb/DBOONE.HTM

The Adventures of Col. Daniel Boone by Daniel Boone:
http://earlyamerica.com/lives/boone/index.html

Daniel Boone's Last Hunt: : http://www.earlyamerica.com/review/summer97/boone.html

Daniel Boone's Life Through Paintings:
http://www.truman.edu/academics/fa/faculty/jpaulding/menu.html

Early American Trails and Roads: : http://members.aol.com/RoadTrails/roadtrai.html

Taming the Wilderness with Rivers, Roads, Canals, and Railroads

http://www.connerprairie.org/cp/taming2.html

Author:

Susan Boilon
West Cottonwood Jr. High
Cottonwood School District

sboilon@shastalink.k12.ca.us

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").